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ABSTRACT

The Higher Education Opportunities/Career Ladder Program is designed to provide opportunities to pursue higher education and thus to insure upward and lateral mobility for residents of the Model Neighborhood area and for eligible staff of the City Demonstration Agency (CDA) and of related agencies and programs serving the Model Cities area. Citizen participation in the program is insured in a variety of ways. An important aspect of Model Neighborhood input will come in the form of the constant feedback encouraged from the participants themselves. Staff unique to this program will include an overall project coordinator who will direct the services of the professional supportive staff, the assigned student personnel staff of member institutions, and of the Urban Corps work/study students. The basic added dimension envisioned in this support system is the assistance provided to faculty members in understanding the problems and special needs of enrollees and the provision for discussions with faculty as necessary on matters of special need. (Author/CK)

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HIGHER EDUCATION CENTER

for

URBAN STUDIES

Final Report, June 25, 1971

Bridgeport, Conn.

AC012070

HIGHER EDUCATION CENTER
for
URBAN STUDIES
328 Park Avenue
Bridgeport, Conn. 06604

June 25, 1971

Mayor Hugh C. Curran
City Demonstration Agency
45 Lyon Terrace
Bridgeport, Conn. 06604

NOV 16 1971

Dear Mayor Curran:

Attached is the final report from the Higher Education Center for Urban Studies in completion of the contract dated September 22, 1970 between the Higher Education Center for Urban Studies and the City Demonstration Agency known as the "Career Ladder Program".

Since there has been a substantial process involved in this study and all of the changes bear on the final report, may I review for you the steps which have been taken by the Higher Education Center for Urban Studies and its member institutions in the development of this program and its operation. The program has developed under the continuing supervision of the HECUS Board of Directors, and particularly the Administrative Committee made up of Dr. John A. Barone, Fairfield University; Vice President Earle M. Bigsbee, University of Bridgeport; Dean Charles A. Ekstrom, Housatonic Community College; Dr. Maurice J. O'Sullivan, Sacred Heart University; and Dean Theodore M. Perkins, Bridgeport Engineering Institute.

As soon as the planning phase for Model Cities was completed and the HECUS assignment of writing the higher education component, the evaluation component, and coordinating the resources concluded, we began to talk to members of the existing staff of Model Cities as well as quasi-governmental agencies like ABCD and other agency personnel serving the Model Cities area. In addition, we reviewed the experience of Head Start nationally in the growth and expansion of its Career Development Program - a 4½ million dollar project operated by Educational Programs, Inc. During the period of our study, HECUS was invited to submit a proposal with the Union of Experimental Colleges for the operation of this program nationally.

Both of these preliminary investigations, which began before we were under contract, but while the proposal was being reviewed at the regional and national level by HUD, indicated that persons employed in similar agencies to Model Cities did not necessarily wish to have themselves locked into a basic career ladder that necessitated their entering the civil service system or any other particular pre-arranged career ladder. We therefore determined, in consultation with the Education Task Force of the Planning Council, to change the name of the program from the "Career Ladder Program" to the "Higher Education Opportunities Program".

Secondly, we completed an inventory - again before the contract was signed - of all the courses in urban studies available in the institutions of higher education who are members of the Higher Education Center for Urban Studies (see Exhibit A). This Occasional Paper I indicated that there was some collaboration among three of our members in curriculum inter-change and that we did have a wide variety of course offerings that did meet some of the needs that might develop for the staff of Model Cities and its delegate agencies.

Thirdly, we discovered that while we initially had proposed the employment of a project director who would develop a curriculum, we needed an opportunity to bring faculties of HECUS institutions and staff people of the Model Cities program and its agencies into conversational relationships in order to develop an effective and efficient program; that a "czar" in program development was not what we needed, but rather bringing together of faculty and staff with consultant help to develop the program. We therefore returned to Model Cities during the contract development period with a proposal to expend $20,000 in a series of meetings with consultant help to develop a program of significance to the staff of Model Cities and its delegate agencies. In the course of these negotiations the Education Task Force proposed that the balance of the $23,948 or $3,948, be appropriated to provide opportunities for members of the Model Cities staff and its delegate agencies to take courses of their choosing in the member institutions of HECUS. Since this proposal came late in August and registration had been completed at Fairfield University and Sacred Heart University, we initiated the pilot program in three of our five member institutions - Bridgeport Engineering Institute, Housatonic Community College, and the University of Bridgeport. The Education Task Force insisted, and the HECUS institutions agreed on permitting the Education Task Force to be the clearing agent and the admitting agent for all programs so that the restrictions of the academic institutions were lifted and we, in effect, had an "open enrollment" program under this first year operation. It was agreed by the director of the Model Cities program, Mr. Augustus Davis, that there were available funds for unlimited enrollment, and since HUD had no restrictions on income limitations for enrollees in such career development programs, 91 enrollees were finally accepted into the program. Seven enrolled subsequently in the second semester but only three were eligible under the new guidelines developed in January of 1971. The fall students enrolled in 135 courses at Bridgeport Engineering Institute, Housatonic Community College, and the University of Bridgeport. Housatonic Community College experimented with a course in the Model Cities office (Psychology 101). Of the 91 who enrolled, 60 completed the program and 31 dropped out. Since it had been agreed that Model Cities would not pay the fee for those who dropped courses we learned two lessons:

1. That it is virtually impossible for HECUS to collect the unpaid tuition from those who do not complete a course and who drop out, so the member institutions have had to bear that expense, and

2. That a number of students feeling a responsibility continued in their courses accepting a "failure" which is now on their permanent records when they would have been better advised to drop the course, but felt they could not do so because they could not pay the bills.

The single most important lesson learned from this quick experimental enrollment without counseling and advice was that a support system is essential for the development of any Higher Education Opportunities Program, and such a process is built into the second year's action program.

Fourthly, we discovered early in our negotiations that it had been a mistake to make the Career Ladder Program an in-service program for the staff of Model Cities and its delegate agencies exclusively. It was clear that we needed better criteria and a better process of selection in addition to insuring participation of more residents of the Model Cities neighborhood who were not necessarily staff members. Because of the limitation in funds and income limitation had to be developed for the second semester. The figure of $7,000 and residence in the Model Cities neighborhood were established as basic criteria for the second semester enrollment in consultation with you, members of your staff, and the chairman of the Board of HECUS.

The untimely illness of the director of HECUS provided for considerable confusion in the implementation of the contract during the first four months period of its operation.

The second major completed project was the study of civil services opportunities in the city of Bridgeport, the surrounding communities, and the state of Connecticut by Professor Edward C. Keane of Housatonic Community College. This study, a 338-page document, has already been delivered to the City Demonstration Agency and other members of the Model Cities team. It is the most comprehensive volume of its kind in the state of Connecticut. Exhibit B is a summary of the findings of that study many of which enforce our original discoveries about the nature of career perceptions of Model Cities residents and other minority persons.

In the spring of 1971, the consulting team and the Model Cities Faculty/Staff Study Team was developed and began its work (see Exhibit C). That team of consultants and faculty has met diligently and carefully during the months of March, April, May, and June and submits herewith its report. A substantial portion of their work was based on the findings of Mr. Kepler and Mr. Buxton in their analysis of the students who participated in last fall's registration and the minority students on campus (see Exhibits D and E).

It is unfortunate that, with the exception of two members of the Model Cities Staff Team, the attendance of the Model Cities members of this team was not as appropriate as was that of the members of the faculty of our five member institutions who were almost 100% in attendance at each session. The Staff Study Team is particularly appreciative of the careful attendance and contribution of Mr. William Armistead, a member of the Model Cities staff team, who was present regularly and who gave generously of his insight developed as a result of the program enrollment in September 1970.

Your attention is further called to the fact that HECUS has completed this study at a cost of $12,006. Since the CDA did not feel that it could give us additional funds to absorb the tuition courses for the first and second semesters, the Higher Education Center for Urban Studies and its membership are pleased to absorb the other costs in order to complete the study within the budget limitation of $23,948. What we have learned from the experience during this planning phase has been invaluable not only for this but all similar programs.

It is the recommendation of the Staff Study Team that all of the funds available under Model Cities - since the second year program allowed such a limited amount of money, $36,055 - be allocated to scholarship and book costs for participants.

We are pleased to have indication from the Office of Education that under the "Aid to Disadvantaged Students in Higher Education" program we will be atle to have the support system necessary to fund this program, though it should be noted that these support services are not designed to serve just the Model Cities but all minority students in the member institutions of HECUS. It will, therefore, probably be necessary to modify the organizational structure of the Higher Education Opportunities Program to meet the guidelines of this special program of the Office of Education under categorical aid. Those amendments to this report will be made as soon as we have the exact information from the Office of Education.

What follows, then, is the report of the Model Cities Faculty/Staff Study Team in completion of the final phase of our contract. You should know, however, that as far as we are concerned - the member institutions of HECUS and the Faculty/Staff Study Team - you have assisted us in beginning a process which should make a substantial difference in the resources of the institutions of higher education in the Bridgeport community for employees not only of Model Cities and municipalities, but all of the institutions and the residents of the community.

It has been our pleasure and privilege to work with the members of your staff in the development of this second year action proposal which we think will have major import on the community at large as well as the member institutions of HECUS.

Sincerely yours,

H. Parker Lansdale

HPL:stg
Encls.
Copies: Mr. Curtis Uddyback, Director of Model Cities
Mr. Elliot Strictland, Director of Evaluation and Program Development
Mr. Raymond Larracuente, Chairman of the Planning Council
Mrs. Dorothy Fray, Chairman of the Education Task Force

June 1, 1971

MODEL CITIES EDUCATION PROPOSAL

HIGHER EDUCATION OPPORTUNITIES PROGRAM
(Formerly Career Ladder Program)

PURPOSES AND BENEFICIARIES

The Higher Education Opportunities/Career Ladder Program is designed to provide opportunities to pursue higher education and thus to insure upward and lateral mobility for residents of the Model Neighborhood area and for eligible staff of the CDA and of related agencies and programs serving the Model Cities area. In part the program also fulfills some of the requirements of Section 103(a) of the Demonstration Cities and Metropolitan Development Act of 1966 (as cited in CDA Letter #11) through providing - via enrollment in relevant college courses - job training, job expertise and thus providing potential for upgrading and advancement of those involved. It is clear that lateral and upward mobility, through a variety of educational opportunities is an essential ingredient to any higher education opportunities program serving the Model Cities area. Students must have flexibility of choice in any such program operation. Beneficiaries of such higher education opportunities will include:

a. Harding High School (or other area high school) graduates or potential graduates who reside in the Model Neighborhood

b. Model Neighborhood residents who are "graduates" of related Model Neighborhood programs or training facilities (such as the Adult Learning Center, the New Careers Program, programs leading to the attainment of the high school equivalency diploma, etc.)

c. Model Neighborhood residents who serve as staff members of the CDA administrative structure or of delegate agencies

d. Staff members of operating and related agencies serving the Model Neighborhood (who thus may require job upgrading and/or para-professional training to better serve area residents), and

e. Any other qualifying Model Neighborhood youth or adults.

In terms of income guidelines for potential participants, $7,000 (a five-year average is to be used in determining this figure) is proposed as a ceiling for personal annual income of a beneficiary with appropriate adjustments being made for number of dependents and/or family size income. Students may participate on a full-time or a part-time basis, with priority given to undergraduate training and provisions made for graduate level training <u>if</u> sufficient funds are available. Variations in any of the guidelines above must be approved by the CDA before the delegate agency enrolls the proposed beneficiaries.

MAJOR CHANGES

The Higher Education Opportunities Program is undergoing a number of changes during the second program year, not the least of which is a significant change in title. Basically, the program is making a transition from a planning phase to an action phase. Within 1970-'71, the Career Ladder project provided for intensive research into the availability of career opportunity and urban studies oriented curriculum at the five Bridgeport area institutions of higher education and into related employment patterns in the Greater Bridgeport area - the concept being to set up one volume which outlines the majority of educational and job opportunities open to Model Neighborhood residents aspiring such training and job pursuit. In addition, funds (although no supportive services) were made available for a number

of individuals to enroll in college courses (on a part-time basis) during fall 1970. The major change now proposed is that with the completion of the career research, the entire emphasis be placed on the actual pursuit of higher education by Model Neighborhood residents (made possible through tuition grants) for participation in the member institutions of HECUS, with 10% of the funds available for non-HECUS institutions where students are pursuing specific career training programs which are V.A. approved, but not available within the five HECUS institutions. Of necessity - and this has been borne out through the first year experience of Career Ladder college enrollees - such a program must include provisions for supportive services such as adequate screening, intensive personal counseling, career, financial, and placement guidance and counseling, tutorial services where needed and overall follow-up (or overseeing) of beneficiary progress. To make such major programming transitions, a major expansion of the budget for the second year program is also necessary. Thus, major items of cost not included in the first year budget include the supportive services system necessary to insure adequate help for each individual on an individual basis, tuition and fees for beneficiaries and books and related materials necessary for the completion of the program.

SCHEDULING

Actual beneficiary enrollment in college will begin as of summer session 1971, with 45 slots being made available at participating HECUS institutions for regular college courses for participants who may require non-credit foundation/college readiness work in reading, English grammar and composition, or basic mathematics before enrolling in college credit level course work in the fall. Beneficiaries may take any combination of foundation courses, subject to the advice and counsel of the support staff with the help of simple diagnostic tests.

Fall scheduling provides for slots for approximately 73 persons to pursue higher education with the following tentative breakdown of participants anticipated: 30 full-time students at participating HECUS institutions, 23 part-time students at any participating institution, and 20 CDA and related staff, part-time, at any participating institution. The students are free to apply to any participating institution or other eligible program subject to the usual admissions policies of the specific institutions. However, the students' choices assumes the help and guidance of the support staff and the Selection Committee. It is understood that all credits taken at member institutions are transferable within the institutions of HECUS upon successful completion. It is understood that a policy should be reached among HECUS member institutions that those entering Associate Degree programs at member institutions will be automatically transferred into corresponding upper division level programs if all requirements are met. This transition process assumes the continuing involvement of the support staff. It is anticipated that the base of operation of such support staff will be either at the Model Cities office or the Singer facilities immediately adjacent to the Model Neighborhood and Housatonic Community College, making the support system leaders available not only to the Model Neighborhood personnel, but three of the six target neighborhoods of the CAP agency - the East Side, the East End, and the Bull's Head-Hollow area.

CITIZEN PARTICIPATION

Citizen participation in the program is insured in a variety of ways. A most important aspect of Model Neighborhood input will come in the form of the constant feedback encouraged from the participants themselves. The overall coordination and policy making of the program will be handled by an Advisory Board chaired by the Director of the operating agency, the Higher Education Center for Urban Studies, and include the chairman of the Model Cities Education Task Force, one faculty representative of each of the five HECUS institutions, the director of the program's supportive services, and eight program enrollees. Such a board, then, through enrollee and task force input, provides for over 50% Model Neighborhood representation. The

program also calls for a Selection Committee to be made up of a member of the Model Cities staff, a member of the Education Task Force, a representative of HECUS, and an adult from the Model Neighborhood at large. The support system will assist each enrollee in negotiating his admission into the institution of his choice, insuring a relationship to curriculum and his career choices as well as assisting the enrollee in changing his academic program once he has enrolled. The above mechanisms thus provide for maximum Model Neighborhood participation at both the selection and daily coordination phases of the program.

RESIDENT EMPLOYMENT

In employing the support staff (for whom professional training and educational background or comparable experience combined with a training program will be required) and the junior and senior class work/study students who will serve as aides, every effort will be made to recruit such individuals from the Model Neighborhood itself. In addition, top priority will be given to locating a staff which actually reflects the racial and ethnic composition of the program participants. Further, program graduates will be given first priority in the filling of job openings wherever they occur within the project staff.

PROJECT STAFFING

The Higher Education Opportunities Program will be operated by the Higher Education Center for Urban Studies (HECUS), the member institutions being Bridgeport Engineering Institute, Fairfield University, Housatonic Community College, Sacred Heart University, and the University of Bridgeport. The program requires the complete acceptance by the member institutions of the HECUS guidelines developed in consultation with Model Cities. Staff unique to this program will include an overall project coordinator who will direct the services of the professional supportive staff, the assigned student personnel staff of existing institutions, and of the Urban Corps work/study students. It is hoped that a ration of one professional to each 15-45 full-time students and one to each 20 part-time students can be maintained, with one work/study student being available for each 3-6 enrollees. Additionally, two secretarial aides will be recruited from among the Black and Spanish-speaking (with priority to Model Neighborhood residents) secretarial science students enrolled at member institutions. Support of the faculty as well as the students is a basic assumption of the project staffing of this entire program. In addition, the project staff will assist enrollees in their understanding of course content and academic curricular matters. The basic added dimension envisioned in this support system is the assistance provided to faculty members in understanding the problems and special needs of enrollees and the provision for discussions with faculty as necessary on matters of special need.

FUTURE FUNDING

The major source of funding for the program will be supplemental Model Cities funds. However, HECUS is currently exploring the granting of categorical aid from the Department of Health, Education and Welfare which is specifically designated for "Special Services for Disadvantaged Students." HEW funds will also provide 80% of the cost of the work/study salaries of the Urban Corps aides. Financial input from HECUS member institutions will be explored, and it should be noted that the State of Connecticut Board of Trustees for Regional Community Colleges is already assuming the most substantial cost of the education of the community college enrollees with the program only being required to pay a token $50 in tuition and $35-$36 in fees per semester even for full-time students. Major items of cost, again, are actual tuition costs (125% payment to private institutions as defined under Connecticut Public Law 627), books and salaries for an adequate support staff structure. Further sources of funding shall be pursued from labor unions, foundations, the university student councils, community institutions, etc.

ASSESSMENT

The Higher Education Opportunities Program perceives several basic measurements of program progress, including the Standard Academic Achievement levels attained by participants, the educational advance made by participants, reduction in the number of program drop-outs (as compared with the first year experience) and outside assessments made through the Model Cities evaluation component and through the faculties and administrations of the participating institutions. First year experiences have very pointedly indicated that such a tuition granting program will flounder seriously if the kinds of supportive services outlined above are not an integral part of the programming and are not available on a constant basis to all program participants. The discovery also of the communications difficulties between faculties, administration, and student services section within each institution has led to the conclusion that the program's support system must be well equipped and capable of serving in an "ombudsman" capacity to encourage the five institutional structures to deal with the special needs (and thus to create the necessary flexibility to do so) of the program participants. This kind of program is designed as a pilot program and model for the country.

First year evaluation has further indicated that the concept of a "career ladder" curriculum as the sole higher educational need and desire of Model Neighborhood residents is indeed a false one. Certainly, now that the career programs providing entry into local, state, and federal civil service have been clearly defined, Model Neighborhood residents will now find open doors to HECUS institutions career oriented programs (including urban studies programs) helpful in continued training of the various neighborhood agency employees. But, it has become obvious that such a <u>specific</u> career emphasis must also be complemented by general education/liberal arts educational opportunities as well. It is a misconception that all enrollees - upon college entrance - will know exactly where their career aspirations lie, and provisions must be made for the Model Neighborhood residents who wish to explore career <u>alternatives</u> through a general first and second year education. New program flexibility <u>must</u> be built in where individual career goal changes are desired. In essence, first year evaluation has indicated that during this second program year participants need the freedom to enroll in any programs that they see fit as having relevance to their aspirations. It will be the support system's responsibility for assisting all participants in developing their choices within the program choices available to them. They also want program recognition that these aspirations may change as a result of increased exposure to new opportunities for learning.

We believe that all students should have the opportunity to work with the support staff in their first semester of participation in an orientation program. The purpose of this program will be to introduce the enrollees to facilities available, study areas, library techniques, problems of college life, and all the other logical additions the support group may find useful or necessary. Since higher education has its own system it is critical that students be given every opportunity to understand that system. In addition, it is assumed that the support staff will assist in system modification in existing institutions to insure that higher education is serving the needs of the student, not just its own system.

Critical to the support staff is the involvement of the student peer group - fellow minority students working through the Urban Corps - for the staff study team perceives this group as being a most significant element in the support system.

June 1, 1971

A DUAL PURPOSE SUPPORT SYSTEM
for the
HIGHER EDUCATION OPPORTUNITIES PROGRAM

PURPOSES

The dual purposes of the support system described below are:

1. To aid and support students enrolled in institutions of higher education under the HEOP program (and, collaterally, other "disadvantaged" students with them).

2. To aid and support the administrative, faculty, and guidance personnel of the institutions involved in their efforts to understand and to accommodate the students enrolled under this program.

NEED

The need for the dual purpose support system described here has been made evident.

1. A large survey sample of the enrollees in the Career Ladder program revealed such perceptions on their part as:

   a. Enrollees signing up for courses for which they lacked academic preparation.

   b. Enrollees with erroneous ideas of the content of the courses they picked.

   c. Enrollees with language problems finding themselves in classes instructed by professors who were unable to cope with that problem.

   d. Enrollees who failed courses not for lack of interest, ability, or intelligence but because, as working, part-time students, they could not keep up with the pace demanded of full-time students.

   e. Enrollees whose need for encouragement and support was too great for them to benefit from instructors who were unaware or unable to meet special needs.

   f. Enrollees whose educational needs could not be matched by courses offered by the HECUS member schools, and who took other courses of lesser interest instead.

   g. Enrollees who required special tutoring or other assistance that they could not find.

2. At the same time, a series of interviews with minority, full-time students in these institutions revealed such attitudes as:

   a. Minority students feel they are not well accepted.

   b. Minority students feel that much of the course content is not relevant to them (or to the world in general for that matter).

c. Minority students feel a need to draw closer together for peer level support, and they want places of their own to facilitate this.

d. Given more cohesion among themselves and suitable places in which to develop their ideas, they believe they can carry out activities which will improve understanding and relations between themselves and other students, faculty members, and school administrators.

e. Without such facilities and activities, minority students can best be described as generally discouraged, turned-off, and ready to split.

3. The following observations are worth adding:

a. An inquiry made among eligible resident women who are not now employed reveals that most are interested in immediate vocational training for immediate employment, rather than in degree-bound college work.

b. Para-professional training in people related fields is the expressed interest of some.

c. Other women say they want training in typing and other clerical skills.

d. On the basis of the same inquiry, it is very likely that enrollment in the Higher Education Opportunities Program from among neighborhood residents will be light unless active recruitment is undertaken early and vigorously.

e. It appears evident that the focus or emphasis of the recruiting effort will largely determine the type of enrollees in the program. The support system described here will in greater or lesser degree have to be adjusted to meet the special needs of the enrollees.

SUPPORT SYSTEM GOALS

Given the needs stated above, the goals of the dual purpose support system are:

1. To see that every potential (eligible) enrollee is apprised of the Higher Education Opportunities Program and what it might offer him or her.

2. To insure that every enrollee is given assistance and counseling when and where needed to enable him or her to have a full and fair chance to achieve personal growth, academic advancement, and career development.

3. To aid faculty members and administrators in improving community service through increased awareness, flexibility, and innovation.

4. To facilitiate communication within and among all of the groups and institutions involved as a means of promoting understanding, cooperative attitudes, and improved relationships.

SUPPORT FUNCTIONS

Support functions may be performed either on a planned and integrated basis or on an unplanned and individual basis at a number of points and levels of the support system. Without reference to the performer (that is, whether he be a member of the central support system staff, a faculty member or administrator at a school, an institutionally employed guidance counsellor, a work-study student employed for the purpose, or a peer level student), the support functions are:

1. Enrollee (student) centered.
   a. Recruitment
   b. Initial assistance and counseling
   c. Selection
   d. Educational and/or career counseling and advising, including transfer information
   e. Provision of tutorial services or other special assistance
   f. Routine follow-up and encouragement
   g. Intervention and representation (ombudsmanship) when warranted
   h. Emergency (personal) counseling and problem solving when requested.
2. Faculty centered
   a. Selection
   b. In-service workshops
   c. Special counseling re: particular students when requested
   d. Problem focused ombudsman link
   e. Participation in faculty meetings and committees at member institutions.
3. Administration centered
   a. Communications service (link)
   b. In-service workshops (combined with faculty)
   c. Special counseling re: particular students when requested
   d. Problem focused ombudsman link
   e. Appropriate administrative policy committees without vote.
4. Intelligence and communications functions
   a. Liaison with related programs
   b. Development of sources of financial aid
   c. Intelligence regarding successful innovations and practices on other campuses
   d. Liaison with minority community, community agencies, etc.
   e. Assist in planning and establishing support/orientation, meeting facilities and communications.

SUPPORT SYSTEM ORGANIZATION

The organizational structure of the dual purpose support system is shown on the attached diagram.

The plan calls for a support system team of from two to six people, depending upon the size of the program, the amount of work to be performed, and, of course, the number of students to be served.

The work of the team falls into three main categories or areas. Job descriptions will be drawn up so as to obtain a specialist in each area. (If only two people are to be hired, they may divide the work up differently or the project director may assume responsibility for one of the categories).

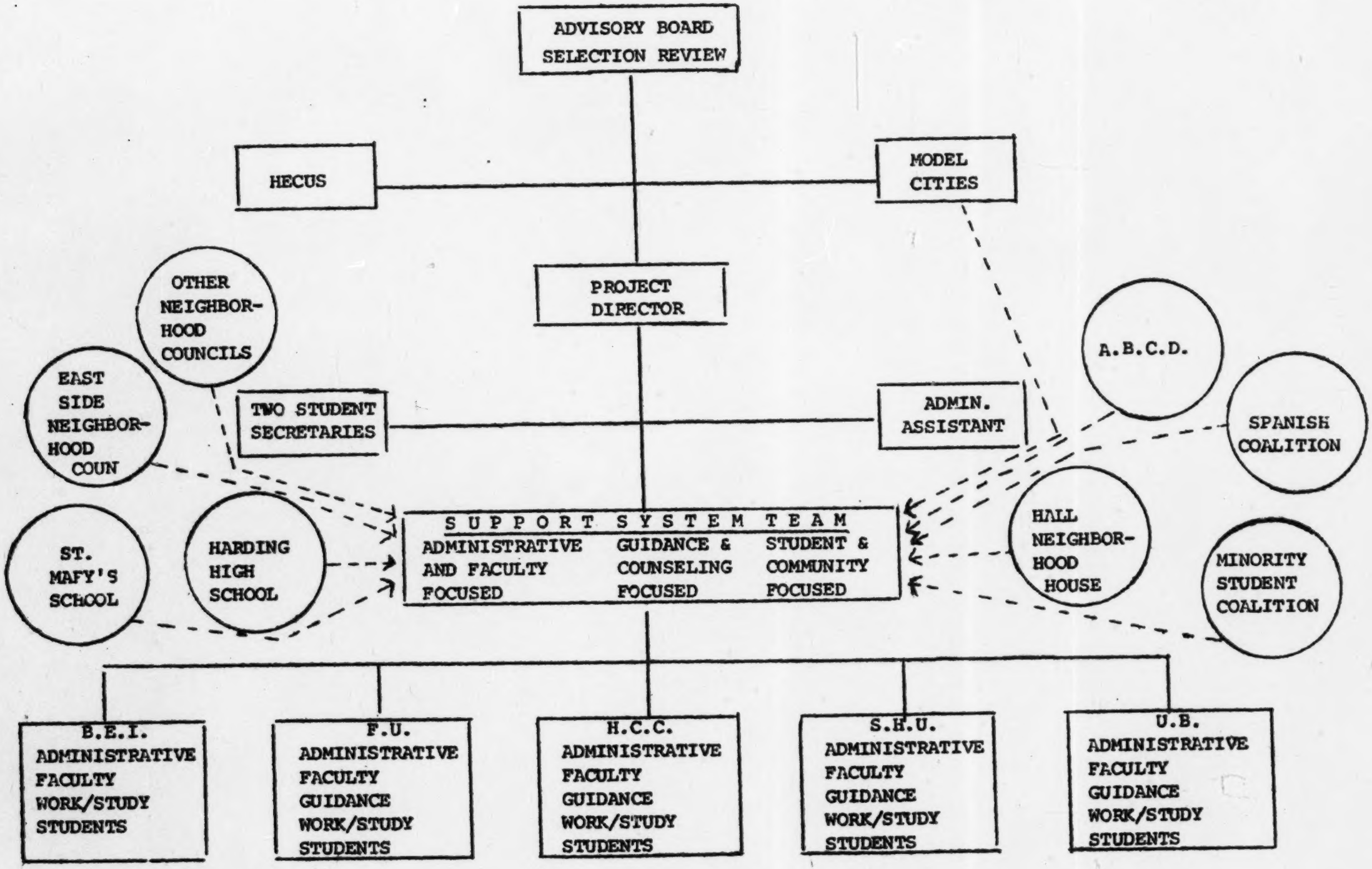
Assuming that there is to be a three-member team, they should be selected and assigned as follows:

1. A person capable of relating to, and gaining the acceptance of, faculty and administrators. This person, probably with an educational or professional background, would serve as the main promoter of institutional change. He would be responsible for organizing most of the faculty centered and administration centered support functions. He would do career counseling in the areas of his competence.

2. A person technically trained aud professionally competent to assist institutions to elevate the level of their internal support capabilities. He would be responsible for assigning and monitoring the work-study students hired as tutors and peer level counsellors. He would provide back-up and emergency personal counseling when requested by a student or by an institution. It is assumed that this person will work most directly with the personnel assigned by the HECUS institution members to assist in the support system organization.

3. A person who relates to, and is well accepted by, the residents of the Model Cities area and the enrollee and minority students. He will have primary responsibility for outreach type recruiting. He will also have primary responsibility for liaisoning with students on campus and for communicating their needs and desires to the other members of the team, to the project director, and, if he pleases, to any faculty member or administrator.

While this plan calls for three rather distinct types of people, the point is worth emphasizing again that the three will function as a team. Any or all may play the role of ombudsman or of counsellor or of change agent. The three will work together as a team, sharing their information and concerns. In this way they will provide - in conjunction with the institutions and the peer level organizations on campus - the kind of first rate support system that is needed.


ADVISORY BOARD
SELECTION REVIEW
HECUS
MODEL CITIES
PROJECT DIRECTOR
OTHER NEIGHBOR-HOOD COUNCILS
EAST SIDE NEIGHBOR-HOOD COUN
TWO STUDENT SECRETARIES
ADMIN. ASSISTANT
A.B.C.D.
SPANISH COALITION
HALL NEIGHBOR-HOOD HOUSE
MINORITY STUDENT COALITION
ST. MAFY'S SCHOOL
HARDING HIGH SCHOOL
SUPPORT SYSTEM TEAM
ADMINISTRATIVE AND FACULTY FOCUSED
GUIDANCE & COUNSELING FOCUSED
STUDENT & COMMUNITY FOCUSED
B.E.I.
ADMINISTRATIVE
FACULTY
WORK/STUDY
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WORK/STUDY
STUDENTS

Exhibit A

AN OCCASIONAL PAPER

I

AN INVENTORY OF RECENT COURSE OFFERINGS

by the

MEMBER INSTITUTIONS

IN MATTERS RELATED TO URBAN STUDIES AND URBAN AFFAIRS

Higher Education for Urban Studies

328 PARK AVENUE
BRIDGEPORT, CONN. 06602

MEMBERS

May 11, 1970

Enclosed the reader will find a list of the current and recent course offerings in urban studies provided by the five member institutions of HECUS. This report is a preliminary analysis for the Model Cities Career Development Program, and is designed to provide the residents of the area with an inventory of the existing curricular offerings available for those interested in urban studies.

An asterisk is imposed opposite course listings where the course has not been offered in recent years because of inadequacy of student enrollment or for other reasons.

Enrollment of students in courses offered by universities other than the one in which they are presently enrolled is provided for by policies agreed upon by Fairfield University, Sacred Heart University, and the University of Bridgeport. In the next page the reader will find the present policy enunciated in this program.

RECIPROCAL AGREEMENT

Under a reciprocal agreement full-time students at the University of Bridgeport, Fairfield University, and Sacred Heart University may take certain courses at any one of the institutions without payment of any additional fees other than those paid to the matriculating institution, providing:

1. The course is not currently offered by the university in which the student is enrolled.

2. It is on the approved list indicating its availability to students enrolled in that university.

3. The student has prior permission to take the course from his Dean, and

4. Tuition commitments have been met in full at the university in which the student is enrolled.

5. Students are expected to observe all regulations of the host institution.

April 1970

CATALOGUE LIST OF COURSE OFFERINGS
in
URBAN AFFAIRS
by the
MEMBER INSTITUTIONS
of the
HIGHER EDUCATION CENTER FOR URBAN STUDIES

BRIDGEPORT ENGINEERING INSTITUTE

413 - Social and Political Problems - The nature of the social sciences and their relation to the physical sciences. Readings in political theory and in the history of American political institutions. The distinctive assets and stresses of the modern two-party system. Introduction to basic changes of sociology and to critical problems of contemporary America.

414 - Social and Political Problems (prerequisite 413) - A continuing study of such social problems as juvenile delinquency, education, racial tension, urban plight, etc., opening into a comparative study of such international social and political questions as world peace, atomic control, the population explosion, and the movement toward European unity.

Instructors: Daniel Lincoln, Jerome Caplan, George Nefores

FAIRFIELD UNIVERSITY (UNDERGRADUATE SCHOOL)

*Special Course - Interdisciplinary Seminars - Supervised field work and research in all fields of the social sciences, biology, and religion, plus weekly seminars on selected topics.

Instructors: Dr. Edward M. Dew assisted by 14 other faculty members

*Go 108 - State and Local Government - State governments: constitution and powers; the legislature, executive and judiciary. Local government: counties, cities, and smaller units. State and local finance. Law enforcement in state and local governments. Selected state and local functions and problems.

*Go 155 - Public Administration I - Public personnel management in the United States. The art of administration. Organization and procedures. Administrative hardship and responsibility. Planning for efficiency in national, state, and local administration.

*Go 156 - Public Administration II - Government career service. Administrative powers. Problems and methods of recruitment: Examination, training, promotion, and discipline. Factors of morale and prestige.

Hi 153 - The Emergence of Urban-Industrial America - A course oriented to understanding historical developments occurring in the United States during the relatively brief period following the close of the Civil War down to the start of the Twentieth Century. Of primary concern are the factors that promoted the massive transformation of the American nation from an "agrarian-republic" into an "industrial-urban society." The sweeping changes that occurred in American economic, political and social life are examined under the following topics: Hamiltonian vis-a-vis Jeffersonian Concepts of Government, The Era of Reconstruction, Fiscal and Monetary Policies of the Federal Government, Westward Expansion and the Settlement of the Last Frontier, Morality and Ethics During the Gilded Age and Among Industrial Barons, The Rise of the Industrial-Urban State, The American Labor Movement and Immigration, Agrarian Distress and Unrest, The Populist Movement and American Foreign Policy 1865-1900.

Instructor: Dr. George Baehr

Hi 166 - American Negro History - This course will begin with a general survey of the historical evolution of the American Negro from slavery to freedom; and conclude with an examination of the contemporary problems of civil rights. Included in the study will be an examination of modern Negro leadership; their institutions, an analysis of federal legislation and Supreme Court decisions; an evaluation of the historical and social implications of the Moynihan Report; Black Power, etc.

Instructor: Dr. Albert Abbott

So 121.1 - Social Psychology of Race Relations - An analysis of the sociological and psychological dimensions of race relations and ethnic interaction. Focus of the course will be upon the dynamics of prejudice. Illustrative emphasis will be devoted to situations on the American scene.

Instructor: Dr. Harry Fishman

So 131 - Rural-Urban Sociology - This course investigates the characteristics of rural and urban living, and the structure and organization of both types of community. The history, social structure, ecology, and significance of the American city are compared with the rural scene.

Instructor: Dr. Harry Fishman

FAIRFIELD UNIVERSITY (GRADUATE SCHOOL)

Ed 256 - Community Relations - Instruction will be offered in making a community survey in order to help a teacher or administrator to understand the community surrounding his school. Means of effecting good and mutually helpful school and community relations will be studied and resources examined, so that the school may become more community-centered and the community more school-centered. Each student will make a specific application to some area of his choice.

Instructor: Dr. Charles Ritch

Ed 264.8 - Teaching the Disadvantaged - A graduate course designed to help teachers in their understanding and teaching of the disadvantaged child and to be cognizant of those influences and forces in his background and environment which affect his learning. The first half of the course is concerned with a survey and review of current literature, including professional books, reports, articles from periodicals and newspapers. The second part centers itself on techniques, devices, and materials which will help to motivate the learning of the disadvantaged child.

Instructor: Dr. Martin Stader

*AS(So)112.1 - Social Psychology of Race Relations - An analysis of the sociological dimensions of race relations and ethnic interaction. Focus of the course will be upon the dynamics of prejudice. Illustrative emphasis will be devoted to situations on the American scene.

Instructor: Dr. James Vail

*AS(So)112.2 - Sociology of Poverty - This course examines poverty in the light of all concepts of social problems and social disorganization. It studies the approach to the poverty causes and social units connected with poverty. It also studies the trends toward elevation of poverty and proposals for the elimination.

Instructor: Dr. James Vail

*AS(So)215 - Social Problems - A study of social disorganization and its relation to educational factors and how they apply to selected problems of crime, delinquency, poverty, personal and family disorganization.

Instructor: Dr. James Vail

AS(So)232 - Urban Sociology - This course studies the nature, growth, and function of urban regions, the factors involved in the growth of cities, the origin of suburbs, and the structures and processes related to concentrations of population. Urbanism and industrialism are considered in the light of the problems and issues of education.

Instructor: Dr. James Vail

HOUSATONIC COMMUNITY COLLEGE

Go 101 - Introduction to American Government - A study of the growth and development of the Constitution, the constitutional position of the states and the territories, civil rights, citizenship and sufferage, political parties, nominations and elections, organization and procedure and powers of the Congress.

Instructors: Philip Doherty, William Joyce, Norman Moore, William Berkowitz

So 202 - Sociological Analysis of Social Problems - The application of sociological principles and methods to selected problems of United States society. The impact of a changing technology upon family, religious, education, political, economic and community institutions is emphasized. The study includes an analysis of the developmental background of, and proposed solutions to the problems selected for consideration. Prerequisite - Sociology 201

Instructor: Norman Moore

So 203 - The City - A study of urbanization, its origin, rise, present importance and probable future development. Prerequisite - So 201 or Go 201 or permission of the instructor.

Instructor: Mrs. Isabella Bick

So 204 - Racial and Ethnic Minorities in the United States - A descriptive and analytic study of racial, ethnic, and cultural minority groups in the United States with special attention to the persistent social and economic problems of these groups and their adaptation to the dominant culture. Prerequisite - So 201 or permission of the instructor.

Instructor: Mrs. Isabella Bick

TE I and II - Internship in Urban Technology - An examination of the relationships of state and local government to the federal. A study of urbanization, its origin, rise, present importance, and probable future development. A descriptive and analytic study of racial, ethnic and cultural minority groups in the United States with special attention to the persistent social and economic problems of these groups and their adaptation to the dominant culture. Prerequisite - En 101, Go 101, So 201, Go 201, or permission of the instructor.

Instructor: Mrs. Isabella Bick

SACRED HEART UNIVERSITY

Bu 281 - The Social Setting of Business - Examines the problems of the American business community in connection with economics, history, politics, culture and societal factors. Cases and readings are utilized to illustrate the interactions, conflicts, strategies and responsibilities which emerge in regard to the role of the business entity. Stress is placed on the mutually affective relationship between the business community and its larger context of society. Prerequisite - Junior standing.

Instructor: Eugene Robillard

Hi 225 - Afro-American History - A study of the forced migration of the African to America, the condition and nature of his servitude, the development of abolitionism culminating in emancipation, the twilight zone of freedom, the growth of the civil rights and Black Power movements, and an analysis of the psychic and cultural implications of racism.

Instructor: John O'Sullivan

Hi 303 - Emergence of Urban America - This course will deal with the development of American cities from colonial times to the present.

Instructor: William Kennedy

Po 212 - State and Local Government- The original constitutional position of the states and the changing federal-state relationships. Types and evolution of local government; constitutional and statutory limitations. Emphasis on Connecticut and its divisions.

Instructor: Staff (course being offered for first time in spring 1970)

So 121 - Social Problems - Survey of contemporary social problems stressing the sociological factors involved. Emphasis on the scientific method of approach. Evaluation of various causes and possible solutions of problems. Prerequisite - So 101 (Recommended for partial fulfillment of the requirements for the Secondary Education Certificate in History and Social Studies)

Instructors: Dr. Tania VonYork, Dr. Stanislav-Adolf Mikolic

So 241 - The Urban Community - Study of growth and structure of modern urban communities and metropolitan regions; ecology of cities; the urbanization of American Society; community planning and urban redevelopment, suburban growth. Prerequisite - So 101

Instructors: Dr. Stanislav-Adolf Mikolic, Paul Esposito

So 261 - Intergroup Relations - Immigration to the United States; its effects on population composition and on the laws and policies of the government. Theories of ethnic prejudice. Analysis of racial and ethnic discrimination. Analytical inquiry into sources of friction and causes of conflict between majority and minority groups. Prerequisite - So 101. (Required for both sequences of the sociology major concentration of studies)

Instructor: Dr. Tania VonYork

So 271 - Crime and Delinquency - The nature and extent of delinquency and crime as forms of deviant social behavior; contributing factors; current prevention and treatment programs. Visits to treatment agencies. Prerequisite - So 101. (Recommended for the Sequence B of Sociology major concentration of studies)

Instructor: Dr. Tania VonYork

So 321 - Contemporary Social Thought - Analysis of the work of leading contemporary sociologists, with special emphasis on the problems, concepts, and methods of sociological inquiry. Prerequisite - So 303 or consent of the department chairman. (Recommended for students planning to do graduate work in sociology)

Instructor:

So 371 - Social Welfare - Study of social welfare as a social institution. Development of public welfare from the Poor Laws to Social Security. Analysis of social welfare today, private and public. Prerequisite - So 101. (Required in the B Sequence of sociology major concentration of studies)

Instructor: William Resko

So 375 - Introduction to Social Work - Study of nature of social work, and a survey of its major fields. Casework, group work, and community organization. Prerequisite - So 101. (Required in the B Sequence of sociology major concentration of studies)

Instructor: William Resko

So 377 - Practicum in Social Work - Supervised participation in the work of an approved private or public agency of social welfare and other related institutions. Prerequisite - So 375. (Required in the B Sequence of sociology major concentration of studies)

Instructor: William Resko

So 391 - Methods of Social Research - Basic methodology and techniques in design of social research projects; collection and interpretation of data used in sociological studies; interpretation of the results of social research. Prerequisite - So 101. (Required in the A Sequence of sociology major concentration of studies)

Instructor: Dr. Tania VonYork

So 395 - Practicum in Social Research - Application of sociological research techniques to specific research projects undertaken by the department and under its direct supervision. Prerequisite - So 391. (Recommended for students planning to do graduate work leading toward the M.A. degree in sociology)

Instructor:

So 397 - Senior Seminar in Sociology - Selected topics in social and cultural theory with emphasis upon contemporary literature in the field. Prerequisite - permission of department chairman)

Instructor:

Ss 162 - Contemporary Public Issues - Study of major current issues in the field of politics, economics, and social life in general. Analysis of their reason for existing and differences in social attitudes and positions.

Instructor: Dr. Stanislav-Adolf Mikolic

UNIVERSITY OF BRIDGEPORT (UNDERGRADUATE SCHOOL)

Health Education 151 - Personal and Community Health - Surveys contemporary knowledge of positive health practices regarded as scientifically acceptable in contemporary society; health organizations; and the solution of health problems at local, state, national, and international levels.

Instructor: Dr. Oscar Orloske

Hi 371 - History of American Immigration - Analytic study of American immigration from colonial times to the present day. Emphasis upon the effects of succeeding waves of diverse ethnic stocks upon a relatively homogenous population.

Instructor: John Ingham

Hi 374 - Afro-American History - A study of the impact of America on the Black man and the Black man in America. Some major topics discussed: The origin of discrimination and slavery; slavery as an institution; slave revolts; the free Black man in the antebellum north; civil war and reconstruction; Jim Crow; the great migration to the cities; Black nationalism during the twenties; depression and the Black man; the second reconstruction; the evolution of "Black powers"; the race riot as an American phenomenon.

Instructor: Praether Cooper, Jr.

Mg 304 - The American Economy and Welfare - Historical versus modern concepts of welfare. Private and public benefits in health, education, and welfare. Collective bargaining, security, hospitalization, insurance, and retirement. Problems of leisure; impact of social security systems; the guaranteed annual wage; enemployment; monetary and fiscal policy; public works. Not open to management and industrial relations majors.

Instructor: Staff (New course. Will probably be offered in spring 1970)

PoSc 302 - Problems of American, State and Local Government - The structure of government in the states of the American system; county, municipal, and other forms of local government; relationships to the Federal government system. Prerequisite - PoSc 201.

Instructor: Dr. N. J. Spector

PoSc 320 - Public Administration in the United States - Administration in modern government, including the legislative relationship of administration; problems of structure; executive control and coordination of personnel; judicial review; and the participation of groups in the administrative process. Prerequisite - Six hours in social science.

Instructor: Dr. N. J. Spector

PoSc 321 - Problems in Public Administration - Growth of the service state. Trends in the social, cultural, and constitutional aspects of American administration; the administrator and policy making, modes of administrative action; the dynamics of management; administrative responsibility and democratic control. Selected problems in administrative management. Prerequisite - PoSc 320.

Instructor: Dr. N. J. Spector

So 303 - Urban Social Problems - Study of selected urban social problems in depth, including their development and treatment. Prerequisite - So 101, 102.

Instructor: Abraham Kovler

So 310 - Minority Groups - The role of minorities in society; interaction with the majority. Prerequisite - So 101, 102.

Instructor: Robert Bartlett

So 313 - Introduction to Social Work - The history, philosophy, concepts, and methods of social work; programs and organization in public and private welfare activities. Prerequisite - So 101 (required); So 102 (strongly recommended)

Instructor: Mrs. Miriam Glass

So 315 - Criminology - A critical examination of the conditions under which crime and delinquency occur; theories of crime and punishment; treatment of offenders. Prequisite - So 101, 102.

Instructor: Dr. Bertram Spiller

So 326 - Community Resources - Current trends in community organization; the role of various social agencies in community services; special problems in community health, family welfare, housing, unemployment, juvenile and adult offenders, and care of the sick and aged. Prerequisite - So 101, 102 required, So 313 strongly recommended.

Instructor: Robert Bartlett

So 329 - Field Work in Sociology - The conduct of sociological inquiry applied in a research project. Primarily for senior majors in sociology, permission of the department required. A special fee is charged for this course.

Instructor: Mrs. Miriam Glass

So 330 - Social Welfare Practice - Observation of social work in progress, field work in social agencies with correlated readings. Primarily for senior majors in sociology, permission of the department required. A special fee is charged for this course.

Instructor: Mrs. Miriam Glass

So 350 - The Community - Dynamics of the community from the standpoint of groups in social interaction; cooperation, competition, and conflict; social organization and change. Not open to sociology majors except by permission of the department.

Instructor: James Crowley

UNIVERSITY OF BRIDGEPORT (GRADUATE SCHOOL)

Ec 412 - Seminar in Urban Planning - Designed for those interested in understanding the process and problems of urban growth in urban America. The course focuses upon methods of improving the urban economy as well as the physical environment. Prerequisite - Permission of the instructor.

Instructor: Hyung Chung

Ec 430 - Economics of Housing and Urban Renewal - Supply and demand considerations in urban housing markets. Examination of the housing and real estate industries together with the impact of government programs, finance, and taxation. Emergence of urban renewal. Prerequisite - Permission of the instructor.

Instructor: Hyung Chung

Ec 518 - Regional Economics - A survey of the economics of urban and other regional divisions within nations. Application of regional growth models, including input-output. Problem of regional disparity. Prerequisite - Ec 201, 202.

Instructor: Dr. Charles J. Stokes

*Hi 412 - Utopian Attempts Past and Present - Chronological analysis of attempts at utopian organization and settlement from classical times to the twentieth century. Emphasis on American utopias. Contemporary utopian efforts such as selfarism, urban redevelopment and regional and national planning of the economic and social environment. Prerequisite - Six hours of history, sociology, or economics.

Instructor: Dr. Darrell L. Ashby

Hi 475 - African History I - Tropical Africa from earliest times to the advent of European imperialism in the 19th century. Prerequisite - Nine hours of history and/or social science.

Instructor: Dr. Alfred Gerteiny

Hi 476 - African History II - Tropical Africa from the time of imperialistic partition to the emergence of self-governing states. Prerequisite - Nine hours of history and/or social science.

Instructor: Dr. Alfred Gerteiny

Hi 488 - Black History - Afro-American history from the beginnings of slavery in 1619 to Stokely Carmichael. Political and religious experiences of the Black American. Prerequisite: Six hours of American History.

Instructor: Staff

Hi 531 - American Urban History I - The process of urbanization, development of cities during the colonial and national periods; the urban frontier; transportation, industrialization and technology; 19th century urban social reform; slavery in the cities; the impact of immigration on the 19th century America (Irish and German emphasized); development of urban elites; origins of urban political machines and bossism; the face of the city (architecture); the city in American thought; and other topics. Prerequisite - Six hours of American History or Social Science.

Instructors: Dr. Bruce Stave, John Ingham

Hi 532 - American Urban History II - Cities in the age of enterprise; architecture and the rise of the modern city (the skyscraper); the impact of the "new" immigrants on the city and the city on the "new" immigrants; cities and municipal reform during the Progressive Era; municipal experimentation; greenbelt towns; the rise of megalopolis; problems and policies of urban renewal, the non-white core and the white suburban ring; the new Federalism; Federal government and cities. Prerequisite - Six hours of American History or Social Science.

Instructors: Dr. Bruce Stave, John Ingham

*Hi 562 - Topics in United States History - Concentrates on a single theme in U. S. History. Topics may include American Progressivism; American Nationalism; U. S. Negro History; U. S. Immigrant and Ethnic History, Connecticut History; Protestant Ethnic. Subject treated in depth. Research materials and techniques are emphasized. Prerequisite - Nine hours of history and/or social science.

Instructor: Staff

PoSc 422 - The Politics of the City - The changing city, its political conflicts and deadlocks. Special emphasis will be placed on the relationship of the city to national, state, and other local governments. Attention will also be paid to the municipal bureaucracy and to the community power structure.

Instructor: Dr. N. J. Spector

So 408 - Urban Sociology - Social structure, social functions, and social processes in the urban community.

Instructor: Dr. Ralph Holloway

So 434 - Topics in Social Organization and Problems - Special areas are selected for study. Prerequisite - Six hours in sociology.

Instructor: Staff

So 501 Social Stratification - Social class and the power structure in America and elsewhere. Prerequisite - Six hours in sociology.

Instructor: Dr. Bertram Spiller

So 519 - Industrial Sociology - Development and structure of modern industrial society. Sociological factors in industry, relation between work and non-work, general industry and community interrelationships; status factors, minority groups in industry. Prerequisite - Six hours in sociology.

Instructor: Dr. Myrtle Korenbaum

So 587 - Seminar in Human Relations - Principles, techniques, and practices current in the field of intergroup relations. Emphasis on groups and social interaction in society. Prerequisite - Six hours in sociology.

Instructor: Dr. Abraham Knepler

EXHIBIT B

CAREER LADDER PROGRAM: An Inventory of Needs and Positions in Southwestern Connecticut

by

Edward C. Keane

Summary:

This report is an outgrowth of the early planning stages of the Model Cities Program for Bridgeport, Connecticut. It was quickly realized, in those beginning planning sessions, that any meaningful community action program must include an opportunity for the staff in the program to move upward and laterally in job positions of the particular organization and in other employment systems. With these objectives in mind, a Career Ladder Program was instituted.

One of the first tasks in constructing such a Career Ladder is to clearly identify the various job positions and employment systems in the area. In the case of this Career Ladder, research was undertaken in the Greater Bridgeport Planning Area -- Bridgeport, Easton, Fairfield, Monroe, Stratford and Trumbull. Additional inquiry was also made into many other towns in Southwestern Connecticut and the State Personnel Department in Hartford. Investigating the present positions, problems, future needs of the municipalities and the needs of agency staff was, therefore, the task of this report.

The major portion of this report was completed during the summer of 1970. Through a personal interview technique, the writer collected large amounts of information from personnel directors, first selectmen, civil service employees, consultants, school officials and the staffs of Model Cities, Action for Bridgeport Community Development and Hall Neighborhood House. This method of gathering information was found to be highly successful. In fact, data is still coming in from many organizations, which will be incorporated in future planning sessions.

Career Ladder Summary

Since this document is designed to be a reference and data bank of information for committee use, most of the information in the report is highly specific. Detailed information regarding job positions, salary ranges, job application process, job descriptions, etc., and employment needs constitute the bulk of the report.

However, besides the technical information, the report does provide many conclusions regarding the general employment picture, as it related to a Career Ladder, in the Greater Bridgeport area. For example, the Civil Service System in the city of Bridgeport was found to be a highly structured system that has changed very little in the past 35 years. The system is well controlled and administered but is not fully utilized or understood by the staff of the various community action programs questioned in this report. Matters are further complicated in Bridgeport by the presence of numerous unions and "professional organizations".

The report shows, with the exception of Trumbull, that all the other municipalities in the Greater Bridgeport Planning Area are without a formalized Civil Service System. The job application process and job requirements in these towns are quite unstructured and, therefore, present many opportunities for Career Ladder implementation. The town of Trumbull, due to its rapid growth in population and town personnel, maintains a small but highly organized Civil Service System. As the report indicates, Trumbull offers many opportunities for Career Ladder development.

One of the major sections of this report studies the future employment needs of the Bridgeport area in the next few years. It was found that there will be a general increase in all positions in the next several years due to the expected increase in general population of the area. Certain positions were seen to be in specific demand, such as: general clerical and secretarial, sanitarians, police, IBM operators, equipment operators and supervisors, recreation personnel, and engineers.

Career Ladder Summary

In addition to specific job and salary information, a major portion of the study is devoted to surveying the vocational and educational objectives of the staffs at Model Cities, ABCD, and Hall Neighborhood House. The results of the survey indicate that a vast majority of the staff employees seek career advancement to higher positions both within their agency and in jobs in government, education and business. Besides moving to higher positions, employees also pointed to their desire for courses and training to improve the skills they need to function better in their present jobs. The attainment of these objectives is not easy. Of the numerous road-blocks mentioned, "lack of agency funds for training and new positions", "lack of employee turnover to provide new openings", and "lack of specifically designed educational programs in the area" seemed most common.

As the report indicates, agency staff are interested in career advancement outside their specific organization, the civil service systems are many times excluded from their career plans. On the whole, the agency staff, who are not civil service employees, have very little communication with civil service systems. In fact, those interviewed saw the civil service as a confusing and complex obstacle to career advancement.

The desire for specific career ladder programs in the fields of urban development, education, recreation, allied and other service areas was clearly expressed by the employees interviewed. Along with those specific programs, however, a majority of those interviewed felt that it was important to offer a general program of training for those wishing to improve their current skills and, at a later date, move into a career program of their choice. Specific course offerings and educational programs for the agency staff and community residents should be designed around the following broad areas: psychology, human relations, urban sociology, Spanish, written communication, government organization, urban planning, business procedures, information and data systems, teaching methods and materials.

EXHIBIT C

HIGHER EDUCATION OPPORTUNITIES PROGRAM

MODEL CITIES FACULTY/STAFF STUDY TEAM

BRIDGEPORT ENGINEERING INSTITUTE

Peter A. Bencivenga, Dean of Students, Instructor, Jonathan Law High School
Jerome G. Caplan - English Instructor; Psychology Instructor, Ludlowe High School
Mrs. Ethel K. Harte - Administrator, Liberal Arts
Jerome H. Harte - Director, Liberal Arts Division
Samuel Sadie - Instructor, Engineering Law; Education Director, Police-Community Relations of Action for Bridgeport Community Development

FAIRFIELD UNIVERSITY

Arthur Anderson - Assistant Professor, Sociology Department
Louis Campbell - Director of Special Services; Assistant Director of Admissions
Dr. King Dykeman - Assistant Professor, Philosophy Department
Leo C. Fay - Assistant Professor, Sociology Department
Richard J. Reagan - Assistant Professor, English Department

HOUSATONIC COMMUNITY COLLEGE

Burt Chernow - Chairman, Art Department; Consultant, ABCD Art Center; Consultant, Cultural-Recreational Component of Model Cities
Richard B. Cooper - Dean of Admissions
Edward C. Keane - Professor of Psychology and Developmental Adult Education; Visiting Professor, University of Bridgeport
Norman Moore - Chairman, Social Science Department, New Careers, Urban Professional Assistants, and Psychiatric Aides Programs
Ernest Sapelli - Business Administrator

SACRED HEART UNIVERSITY

Douglas J. Bohn - Registrar; Member of Mathematics Department Faculty
Arthur Brissette - Director, Continuing Education; Assistant Dean
Dr. Donald W. Brodeur - Chairman, Psychology Department
William F. Grant - Director of Placement and Financial Aid
C. Raymond Hughes - Dean of Counseling

UNIVERSITY OF BRIDGEPORT

Dr. Gerald H. Arndt - Assistant Professor of Education
Mrs. Allison M. Bailey - Director, Associate Program, Junior College School of Nursing
Phylipp Dilloway - Associate Professor of Engineering
James Fenner - Assistant Dean and Professor of Economics, College of Business Administration and Arts and Science
Miss Flora Lavery - Assistant Professor of Nursing
Ernest R. Parker - Counselor and Co-Director, Head Start Program
Dr. Nahum J. Spector - Assistant Professor of Political Science; Director of Center for Urban Studies of University of Bridgeport (CUSUB)

MODEL CITIES

William Armistead - Assistant Community Coordinator, Planning Council; Student
Mrs. Linda Bolling - Social Planner Trainee
Miss Norma Celia - Administrative Assistant
Philip Montarol - Director, Adult Learning Center
Elliot Strictland - Director of Evaluation

CONSULTANTS

Sidney Buxton - Director, Urban Corps of Greater Bridgeport
Miss Patricia Collins - Instructor of Sociology, Housatonic Community College and Concentrated Employment Program
Francis Hennessy - Dean, Junior College, University of Bridgeport
Joseph W. Keilty, Assistant Professor of Elementary Education, University of Bridgeport
Edwin C. Kepler - Private Consultant
Dr. Robert Kraynik - Dana Professor of Elementary Education, University of Bridgeport
Miss Gail Kinney - Guidance Counselor - Housatonic Community College

EXHIBIT D

INQUIRY INTO EXPERIENCES OF ENROLLEES
MODEL CITIES CAREER LADDER
FALL SEMESTER 1970

Of the 91 enrollees, the research sample was 30, or 35 per cent. In the sample were eight males - 26.5 per cent of the sample. Average age of males in the sample was 38, females 31. Of the females, 14 were married, six single, and two did not indicate. Of the males, four were married, three divorced, and one single. Eight had college degrees, eight had previous college credits, 12 had high school diplomas, and two had not completed high school. Interviews were conducted by telephone and by questionnaire.

Eighteen people were interviewed by telephone and 22 by questionnaire (ten were duplications, for a net sample of 30). A copy of the questionnaire is attached. Telephone interviews were open-ended and tended to run for 20 to 30 minutes each.

FINDINGS

1. Reactions to courses and to professors were both positive and negative. Some enrollees praised their instructors and expressed satisfaction with the courses they took. A somewhat larger percentage, however, were negative. Some of their comments:

"Dropped the Ed course. It was a bore."

"Ed course was uninteresting, but I'll take free education anytime. Really want grad courses in social work but not available."

"Professor was rude and unfair."

"Sociology course was hard and dull."

"A man with four kids and a job can't be expected to take as much time reading in the library as young full-time students."

"Took two speech courses that were not worth the money. The professor didn't know much and wasn't helpful."

2. Positive attitudes toward their courses brought such comments as:

"Psyc course was interesting and relevant."

"Course good. Got a "B", want to continue."

"Philosophy teacher is good, but I'm falling behind because of work pressure."

3. Roughly one-half of those who signed up for Career Ladder courses dropped or failed them. Typical explanations were these:

"Too much else to do."

"Wanted to stay but professor said, 'You don't belong here'."

"Completed theoretical part of computer course. Liked it, but couldn't take programming part because limited computer time was available. Disappointed, but had to drop."

"Too much reading assigned. Couldn't afford library time. Passed two courses but failed one, too rough (fundamental macro-economics). Counsellor advised my taking it because it was the only course open."

"Couldn't get help with English language, so couldn't keep up."

4. With respect to the Career Ladder Program in general - and particularly with its administration, the following comments were typical:

"Welcomed the financial help; couldn't have gone without it."

"Adequate guidance not provided. The schools intimdate. Guidance should be off campus, set up so people could relate to it."

"Program should have better screening set up to keep out guys like me who can pay their own way."

"Program should be a scholarship program so a guy doesn't have to take an 'F' to get it paid for."

"Lost $21 on books."

"Would like to have more meetings with others in the program, more information and fewer rumors about what's happening."

"Part-time students should be in classes together so they can hold to a slower pace."

"I think the money should go to help young people coming out of high school to go to college, not people with jobs who can pay their own way."

5. In response to the question of whether or not the individual would re-enroll in fall 1971, if eligible, only two out of 30 failed to respond affirmatively.

RECOMMENDATIONS

1. There should be screening of both instructors and students in order that suitable matches would take place because:

a. To some students the personal interest shown by the instructor is of critical importance.

b. To some students the understanding of a response of the instructors to the student's language problem is critical.

c. To some students it is essential to get instructors who are particularly good teachers.

2. There should be a better analysis of student needs and interests; and there should be alternatives available outside the HECUS institutions if required to match students' interests.

3. There should be a "pass, no record" adjustable system of class scheduling for those students who cannot keep up because their personal schedules cannot be adjusted to the pace of regular classroom assignments.

4. There should be more flexibility in scheduling and/or more provisions for individualized study plans and course arrangements.

5. There should be better inter-college coordination, easier transfer, and cross-college counseling.

6. There should be better tutoring, guidance and special assistance where needed.

Submitted by:

Edwin C. Kepler

EXHIBIT D

April 1, 1971

To those persons who were enrolled in college courses under the Model Cities Career Ladder Program last fall:

We are now preparing a renewal application for the Career Ladder Program. It will have a new name: HIGHER EDUCATION OPPORTUNITIES PROGRAM. Your answers to the questions below will help us to improve on the old program and to get the new one funded.

I have discussed some of these questions with some of you over the telephone. Your comments have been of great assistance in the preparation of this questionnaire. Now I would like to ask all - those I talked with previously and those I have not - to please answer the questions below and send them to me in the enclosed envelope. If you have any questions, you can generally reach me at 375-2488. Thanks very much.

Edwin C. Kepler
for HECUS

Your Name_____ Age_____ Sex_____

Present Address_____

Marital Status_____ Number and Age of Children_____

Presently Employed Where_____

Highest Education Attained Prior to Career Ladder Program_____

Career Ladder Courses Completed:

College_____ Course_____ Grade_____

College_____ Course_____ Grade_____

College_____ Course_____ Grade_____

Career Ladder Courses Dropped:

College_____ Course_____

College_____ Course_____

College_____ Course_____

If you dropped one or more Career Ladder courses, please list the main reasons:

_____

_____

_____

_____

_____

In general, what did you think of the quality of the instruction you received? Did you find the work easy or hard? Were the assignments paced too fast, too slow, or okay? Have you any other comments on your classroom experience?

_____

_____

_____

_____

_____

How and why did you choose the course (courses) you took? How did it (did they) relate to your work? Or to your career plans? Or to your personal interests?

_____

_____

_____

_____

_____

Thinking of the Career Ladder Program as you observed it, what improvements, if any, would you most strongly recommend?

_____

_____

_____

_____

_____

Assuming that the program is refunded (as the Higher Education Opportunities Program) and that you are eligible to enroll for courses again, would you want to? Where? How many courses? What subjects or field?

_____

_____

_____

_____

_____

Assuming that you do continue with the program this coming summer or fall, would you welcome professional guidance and counsel in: (Check "yes" or "no")

	Yes	No
Picking Courses and Planning Education	_____	_____
Choosing and Preparing for a Career	_____	_____
Coping with Personal or Family Problems?	_____	_____

Please explain your answer to this question_____

_____

_____

_____

_____

_____

If the only people eligible for the program in the future were those whose total family income was less than $7,000 would you be eligible? _____

Any other comments you wish to add?

_____

_____

_____

_____

_____

Again, thanks for helping us. We'll let you know how the renewal application fares. Please do not delay in mailing your answers back to us.

EXHIBIT E

Report on Survey of Full-Time Minority Students Enrolled at HECUS Member Institutions to Investigate Problems They Face at Those Predominantly White Centers of Higher Education

The complaint voiced most frequently by students at all levels from all the institutions was against counseling. No student interviewed was genuinely satisfied with counseling services. Most students emphatically stated that for all practical purposes counseling at HECUS member institution campuses does not exist.

Better and more aggressive counseling from the outset, students commented, would ease the adjustment problem. Students found they needed someone they could "rap" to about situations they were confronted with daily, inside and outside the classroom.

Inside the classroom students found themselves taking courses they did not have sufficient background preparation to take; often students were overloaded in areas they were weak in or in courses where the reading was simply too sophisticated.

Campus activities could have helped alleviate adjustment problems had they been geared more to minority students, who concluded that they were structured to meet the needs of white students thus alienating Blacks and Puerto Ricans who found themselves left out for the most part.

In general, the campuses tended not to relate to minority students and, therefore, those who had less than a better-than-average academic background, or who were not academically gifted, were almost certainly doomed to failure. Faculty members who carried heavy course loads and also served as advisors found little time to serve or assist "special cases" on an individual basis.

Evidently, what almost all minority students were asking for was more individualized attention and assistance to help solve their problems and answer their needs.

Attached is a chart which attempts to outline in more detail the problem areas students were responding to.

EXHIBIT E

Feelings Expressed by:	Freshmen	Sophomores	Juniors	Seniors
1. Activities				
a. Social offerings are structured to meet the needs of white students	x	x	x	x
b. Need for more Black-oriented cultural programs	x	x	x	x
c. Alienation results when Blacks or Puerto Ricans are not effectively included in campus activities	x	x	x	x
2. Adjustment to the Institution				
a. Life at a predominantly white institution is vastly different to what disadvantaged minority students are accustomed to	x	x	x	x
b. Adjusting to university life is a very challenging ordeal			x	x
c. Cold atmosphere in the dorms, alienation often results and minority students prefer like roommates	x	x	x	x
d. Low caliber students are admitted who have no intellectual aspirations and do not care to either discuss class work or other intellectual pursuits inside or outside the classroom				x
e. Very few, if any, places conducive to study; study rooms are sterile			x	x
f. Information services, where they exist, are not effective - students find it difficult locating services they need	x	x	x	x
g. Minority members serving as residence hall counselors could help alleviate some adjustment problems there	x	x	x	x

EXHIBIT E

	Freshmen	Sophomores	Juniors	Seniors
3. Curriculum				
a. Courses do not relate to minority experience. Blacks and Puerto Ricans are either subjugated or left out all together	x	x	x	x
b. Courses are irrelevant in general	x	x	x	x
c. Need a Spanish major (Sacred Heart)				x
4. Counseling				
a. Little to none available	x	x	x	x
b. By the time students are called in it is already too late	x	x		
c. Poor program advising	x	x	x	x
d. Advisors are not familiar with students' backgrounds	x	x	x	x
e. Advisors too often are not knowledgeable beyond their own particular departments	x	x	x	x
f. Counseling should be more aggressive and go out to the students when necessary	x	x		
g. Should be more career counseling and placement service				x
h. Counselors nor advisors show any genuine sincerity or care	x	x	x	x
i. Advisors should be more knowledgeable about scheduling. It often collides with work hours or travel, where commuters are concerned	x	x	x	x
5. Faculty				
a. Were intolerant of special needs of some students and treated them impersonally	x	x	x	x
b. Some professors have tendencies that are inclined to racist overtones	x	x	x	x
c. Over-abundance of poor instructors though not all departments are guilty		x	x	x
d. Poor communication between teachers and students	x	x	x	x

EXHIBIT E

Faculty, cont'd	Freshmen	Sophomores	Juniors	Seniors
e. Should be more contact with instructors outside the classroom	x	x	x	x
f. More individual attention should be given to students with disadvantaged backgrounds	x	x	x	x
6. Financial Aid				
a. Needs a special consultant with direct experience with the problems of disadvantaged students, or students with disadvantaged backgrounds. That is, someone with a similar background should be available to the financial aid office			x	x
b. Special consideration should be given to students who must work	x	x	x	x
7. Other Problems or Complaints				
a. Lack of equipment in the physical ed department and psychology department			x	x
b. Tutoring should be more readily available - paid qualified instructors or capable peers should tutor	x	x	x	x
c. Classes should have a better racial mixture wherever possible so that peers can collaborate on the course material	x	x		
d. Late registration for Frosh usually leaves no course selection	x			
e. Minority students, both Black and Puerto Rican have trouble relating to white students whose backgrounds show signs of cultural isolation (segregation)	x	x	x	x
f. Remedial English should be accredited	x			
g. Administrators are too impersonal where students are concerned				
h. More programs geared to bring minority students together should be initiated				
i. Information on teachers should be made available before registration				

EXHIBIT E

Students in the HECUS Institutions Coalition

Fairfield University

David Collins

Glenn Kenny

Serena Moore

Housatonic Community College

Joseph Langston

Fred Moses

Beryl Payne

Sacred Heart University

Albert Ayala

Bernice Carter

Rhinehart Gordon

James Holland

Denise Kelly

Terry Miller

Mary Ann Weston

University of Bridgeport

Denise Lyken

Jerome Roberts

Lois Rush

Mildred Tuck

Millege Tyson

Submitted by:

Sidney Buxton

ERIC Clearinghouse
DEC 8 1971
on Adult Education